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ABSTRACT

A project devised a self-instructional counseling/advising system for adults that relates activities in Adult Basic Education programs with activities in Occupational Development Centers. To identify client and student needs in the areas of occupational choice and job readiness skills, the Your Employment Search (YES) inventory was developed in long and short forms. Materials appropriate to meet these needs were then identified. Criteria for suitability included being below the sixth grade reading level, having information appropriate to a general audience, being of low cost, and being less than 10 years old. Materials were included in the YES Needle-Sort Deck. (Appendixes, amounting to over one-half of the report, include the YES Inventory, long and short forms; and directions for using the YES System including instructions for administration, YES Inventory, and listing of titles of self-instructional materials in the YES System.) (YLB)

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The Y E S System:

Why? What? How?

Introduction

Choosing a job is not kids' stuff! In fact, the process of vocational development -- planning for a job, adjusting to change within that job, and preparing for still another job -- is a lifelong concern. Adults, as well as children and adolescents, must often, therefore, confront and deal with the question, "What do you want to be?"

Recognizing that vocational development is an ongoing process which is one focus of adult life, many agencies serving adults have implemented programs to help their clients with job choices and job readiness skills. The current project to devise a self-instructional counseling/advising system limits itself to two of these agencies: schools, via the Adult Basic Education (ABE) programs, and Occupational Development Centers (ODC's). As the Adult Performance Level (APL) studies made clear, occupational knowledge is crucial to effective functioning as an adult in our society. Thus, following the APL studies, the Occupational Knowledge component has been integrated into many ABE curricula as an important area around which educational objectives are based. Similarly, training clients to cope effectively with job requirements is a goal of many ODC job readiness programs. Given the needs to help adults with occupationally relevant concerns and to help clients realize that job choices and changes in adulthood are quite normal, such efforts are well-directed.

Instruction in job readiness skills is available, then, both to clients in ODC programs and to students in the ABE programs. Yet, the impact of these programs is frequently less than optimal because the same adult may be both student

and client, participating in the ABE and ODC programs which have been developed independently of one another. Wouldn't the adults be better served if the efforts of the helping agencies were coordinated? Recognizing this need, the current project had the following goals:

1. To identify client and student needs in the areas of occupational choice and job readiness skill.
2. To identify self-instructional materials addressed to these needs.
3. To help increase cooperation between ABE and ODC practitioners.

In brief, the project sought to suggest some tools with which agencies can serve adults better.

Although self-instructional materials are emphasized in the current project, these materials are not meant to replace practitioners. Rather, as the original proposal indicates, the current project sought to provide self-instructional activities for adults whereby some activities in the ABE program are integrally related to activities in the ODC program, and vice versa. In addition, the student, ideally, should discuss further with the ABE teacher and/or ODC counselor the questions raised, the goals crystallized, and the options enlarged via self-instructional activities. Certainly, brief contact with occupationally relevant materials cannot replace extended personal interaction. Nor can it provide all answers to the ongoing questions which arise during the process of vocational development. Nonetheless, contact with self-instructional materials can answer some questions and focus attention on specific areas of vocational development and on personnally relevant concerns. Furthermore, since the material is self-instructional, the adults who use it gain some sense of control over their own choices and learn skills to be used in the future.

Goal #1: To Identify Client and Student Needs

Before materials appropriate for adult needs can be suggested, it is necessary

to identify those needs, using a framework provided by educators, vocational theorists, and the participating adults themselves. One such framework has been suggested by the APL investigators. According to the results of the APL study, the objectives of the Occupational Knowledge component should be:

1. To build a working vocabulary related to the materials and situations of the occupational experience.
2. To identify sources of information (e.g. radio broadcasts, newspapers, etc.) which may lead to employment.
3. To define occupational categories in terms of the education and job experience required and to know minimum requirements of give occupations.
4. To be aware of vocational testing and counseling methods which help prospective employees recognize job interests and qualifications.
5. To understand the differences among commercial employment agencies, government employment agencies and private employers.
6. To prepare for job applications and interviews.
7. To know standards of behavior for various types of employment.
8. To know attributes and skills which may lead to promotion.
9. To know the financial and legal aspects of employment.

These objectives are certainly clear, and their attainment can be easily measured. In addition, because materials directed toward attaining these objectives abound, planning a curriculum becomes relatively easy.

Yet, from a vocational theorist's point of view, the Occupational Knowledge component is incomplete. First, the process of vocational development is not acknowledged; the Occupational Knowledge objectives are static. Secondly, the involvement of self in occupational choice is not acknowledged. This is a major omission. Vocational theorists, regardless of the specific theories they espouse, generally hold that a satisfying, fulfulling occupation allows the worker to implement a self concept. When helping persons with job choice skills, then, the practitioner must encourage the articulation of interests, abilities, skills, and their relationships to particular jobs. In addition, the decision-making process itself figures importantly when persons are considered various occupational options. This, too, involves the adult's self concept and typical behavior patterns. The Occupational Knowledge component, while emphasizing "the world

out there," does not similarly emphasize either the self concept or the interaction between the self concept and the working world.

An alternative framework in which to understand adult needs in the areas of occupational choice and job readiness skills has been proposed by a project recently completed at the National Center for Research in Vocational Education. In the 1979 report, A Diagnostic Taxonomy of Adult Career Problems, difficulties in decision making, in implementing plans, in organizational/institutional performance, and in organizational/institutional adaptation are described. This analysis considers problems both internal and external to the individual. This approach differs from that of the Occupational Knowledge component, since the taxonomy lists problems rather than objectives. Although this may help the practitioner understand the adult student/client better, resources appropriate to adult needs are not identified. The taxonomy may, therefore, appear vague to the practitioner, since specific tools to correct the problems are not suggested.

The focus of both of the above studies is the adult who must deal with vocationally relevant issues. Yet neither study may be wholly satisfactory either for the practitioner or for the client/student whose particular needs are not addressed. To deal with this possibility, particularly since participants in ABE and ODC programs may form a subgroup of adult needs relevant to vocational development, the current project undertook its own needs assessment. First, teachers and counselors in participating ABE and ODC programs were asked to identify student/client needs (see Appendix A). Next, based on these responses, the Your Employment Search (Y E S) Inventory -- Long Form was field tested with a sample of ABE students.

Based on the students' responses and comments, the Y E S Inventory --Long Form was revised. Since many responses criticized the length of the Y E S

Inventory, the Long Form was divided into four parts: Knowing about Yourself, Knowing about the Job, Getting and Keeping a Job, and Making Decisions (Appendix B). Each of these parts can be administered individually. This Inventory identifies 16 items in the area of occupational choice with which students and/or clients may need help. In each area, subjects learn about one aspect of the vocational development process, answer a specific question, and respond to a self evaluation. For those who feel these tasks are overwhelming and therefore counterproductive, a Short Form of the Y E S Inventory was devised (Appendix C). While the Short Form identifies the identical 16 items, related to occupational choice, with which help may be needed, this form of the Y E S Inventory is only one page in length.

The decision about which form of the Y E S Inventory to administer is left with the teacher or counselor. Obviously, the Short Form takes less time for administration than the Long Form and may be less intimidating for the students and/or clients who are apprehensive about testing situations. On the other hand, the Long Form, which can be administered in as many as four different sessions, helps specify more clearly the dimensions of the adult's needs in the areas of occupational choice and offers a way to verify the subject's self appraisal. Furthermore, as teachers who participated in the field test of the Long Form indicated, this form of the Y E S Inventory offers practitioners an opportunity to evaluate the results of instructional activities. The Long Form can, then, be used as a post-test as well as an assessment instrument.

Goal #2: To Identify Self-Instructional Materials

After occupationally relevant needs of participants in ABE and ODC programs were identified, the search began for materials appropriate to meet these needs. There is certainly no dearth of materials addressed to occupational choice and

job readiness skills! In fact, literally thousands of such materials were initially considered (see Resources). Some of the resources studied included annotated bibliographies, ERIC entries, ADELL entries, catalogs of local resources, publishers' catalogs, and model program reports.

Despite the quantity of available materials, however, it was immediately apparent that many were inappropriate for the current project, based on the following criteria:

1. Reading levels are above 6th grade.
2. Materials are not appropriate for self-instructional use.
   a. Directions need to be read aloud by a test administrator.
   b. Materials are directed toward a group discussion or class instruction. Many successful programs are, thus, not included in the current project.
   c. Test scoring currently used, is computerized.
   d. Test administration or interpretation requires counseling expertise.
   e. Close supervision is required.
3. Information, such as material available from the National Audio-Visual Center and many free items, is specific to a particular job and not appropriate, therefore, to a general audience.
4. Material is not low-cost. Items costing several thousand dollars were not considered.
5. Equipment necessary to use the materials effectively (e.g. videotape machines or computer terminals) is not low-cost or readily available.
6. Material offers only assessment of vocational behavior, not remedial work based on this assessment.
7. Uses to which material is put is questionable (e.g. for up to two years results of some Armed Services materials can be used for recruiting purposes).
8. Material is more than 10 years old and therefore probably outdated.

Given these criteria, the initially enormous list soon became manageable; and materials themselves were then analyzed. These materials were obtained by contacting individual publishers; by borrowing from resource centers and libraries throughout Indiana; and by visiting libraries at the Indiana Department of Public Instruction, the Indiana Career Resource Center, the Indianapolis Materials Preview and Evaluation Center, and the Monroe Country Community School Corporation. Materials were also obtained via gracious sharing by various programs throughout the State of Indiana which teach a job readiness component:

the Monroe County Community School Corportation ABE program, the Vincennes University ABE program, the AREA B and AREA M ODC programs, and the Get SET program at Indiana University/Purdue University.

Clearly, not all of the self-instructional materials analyzed are included in the final product. Many were deemed inappropriate for the current project, based on the following criteria:

1. Subjects described in the materials are not adults.
2. Materials are directed toward professionals, not students.
3. Data presented are too technical.
4. Jobs portrayed conform to sexual sterotypes.
5. Purchase of an entire, expensive package is necessary, even though only part of it may be appropriate.
6. Items are presented via a confusing format (e.g. table of contents is difficult to locate).
7. Assessment instruments have been normed with an inappropriate population.

Yet as can be readily seen from the taxonomy of self-instructional materials in the Y E S System, several materials which do not conform to the criteria are included. In fact, none of the above criteria is inflexible. The criterion most frequently violated, for example, is the one pertaining to the sixth-grade reading level. There are several reasons for this. First, when compared to the numbers of materials addressed to the other needs in the Y E S Inventory, there is a noticeable shortage of materials addressed to the areas of "Knowing about Yourself" and "Making Decisions." Nonetheless, articulating abilities and interests and learning decision-making skills are crucial to vocational development and should not be devalued simply because instruction in these areas is more difficult than in, for example, resume writing. Often, therefore, although reading level is above the sixth grade, relevant materials for learning about self and decision making are included in the final product. In addition, U. S. government publications are frequently included in the final product, even when the reading level of these materials, too, may be relatively difficult.

Notwithstanding their difficulty, these materials are informative and respected; sugestions for their use are included in the taxonomy; and the materials can often be obtained for free or at minimal cost.

Some of the materials recommended for use in the Y E S Inventory are already being used by various participants in the current project. Conversely, many of the resources already in use are not recommended in the taxonomy of occupationally relevant materials. Often this is because some of these materials require group administration; or the materials do not most productively address the needs assessed in the Y E S Inventory; or the materials are very costly. Exclusion from the taxonomy does not, however, mandate that the material in question should be discarded if it is already in use. Surely, materials with which a teacher or counselor is familiar and comfortable are more likely to be successful than an array of new, unfamiliar materials. Rather, exclusion from the taxonomy does indicate that the instrument in question be reevaluated. It is suggested, therefore, that the teacher or counselor who wishes to use particular materials read the pertinent entries in the bibliographies by Buros (see Resources), which offer both expert opinions about specific materials and suggestions for using those materials. Should individual agencies wish to incorporate alternate or additional materials in the Y E S Needle-Sort Deck, blank needle-sort cards, which can be appropriately notched, are included in each unit. In addition, each card has a space on which to record notes about and reactions to the materials.

Goal #3: To Help Increase Cooperation between ABE and ODC Practitioners

The Y E S System is an attempt to increase cooperation between ABE and ODC programs. Practitioners in both agencies can use the System to help students

and clients with occupational choices and job readiness skills. Initially, the Y E S Inventory is administered to students and/or clients to help assess their individual needs relative to occupational choice and planning. Either form of the Y E S Inventory is appropriate, depending on the type of information needed. Practitioners seeking specific knowledge about a student's and/or client's skills in planning for an occupation may administer the Long Form. Those seeking an overview may administer the Short Form.

Secondly, the area(s) in which the adults perceive a need is identified and assigned a number, based on the 16 numbered items in the Y E S Inventory. The area to be remedied may also be one identified by the teacher and/or counselor. There is some question, however, about whether efforts addressed to the need will be fruitful unless the student and/or client also perceives that area as one that should be remedied.

Next, specific materials helpful for dealing with a particular need are located by inserting a needle into the appropriately numbered holes in the accompanying Y E S Needle-Sort Deck. This will extract pertinent self-instructional materials from the taxonomy. Students and/or clients are then referred to the available materials. Since the materials are self-instructional, adults may work on them in either the ABE or ODC setting.

Despite the identification of specific items in the Y E S Inventory, many of the materials in the taxonomy can be addressed to several needs. This can occur for several reasons. In general, for example, the overlapping of categories addressed by a single material reflects the reality of human nature. Discrete categories, neat as they may be, just don't occur among people. In addition, the materials themselves, particularly those relevant to job getting and keeping skills, are often sequential and carry the reader along from one step to another.

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Should a student and/or client have several needs relevant to vocational development, it is possible, then, to locate a single self-instructional resource which applies to several or all of those needs. Moreover, the realization that categories in the Y E S System overlap is useful, for it may help students and clients understand that their own vocational development is a complex process, one in which their own needs also overlap. Vocationally relevant decisions and plans are not made in a vacuum.

Conclusions

The rationale for and development of the Y E S System have been summarized in the preceding report. The following are some conclusions, relevant to using the System:

1. Even though the materials identified by the Y E S Needle-Sort Deck are self-instructional, they are not meant to replace the ABE or ODC practitioner. Rather, the materials should serve to stimulate questions for further exploration or to emphasize points made during earlier discussions with the practitioner.

2. Although the needs assessment applies to many areas of vocational development, the items in the Y E S System do not pretend either to address all these areas exhaustively or to answer all adult concerns about occupational choice. It is necessary for ABE and ODC personnel, therefore, to remain open to other concerns which may emerge. Since self concept is integrally related to a satisfying occupational choice, any concern which involves the self is appropriate for consideration.

3. Most aspects of the process of job choice cannot be put into clearly defined categories. Since categories overlap, some of the materials in any given series may be repetitious. It may be useful, therefore, to explain the interrelationship of categories to the adult, rather than discarding repetitions.

4. Determining the value of any particular material is largely a matter of opinion. This becomes clear after reading appropriate entries in the Buros references and other resources, for often "experts" do not agree. It is necessary, therefore, for the practitioner to read critical reviews, to evaluate samples of the materials, and to determine the value of each item based on the needs of the adults served.

5. Readings, paper-and-pencil exercises, hands-on experiences, filmstrips, cassettes, and card-sorts are some of the self-instructional formats available. Agencies might consider purchasing a variety of formats in order to accommodate individual styles of learning.

6. There is also a wide variety of price ranges included in the taxonomy of materials. Free materials may be just as informative as those that are expensive. The content of each individual item needs, therefore, to be examined.

7. Recently published items are not necessarily better than old ones, provided that the old materials are not outdated. This is particularly true for the proliferating materials related to job-seeking and job-keeping skills. Some of the newly published materials simply repeat what is presented -- often more effectively -- in older resources. Again, the content of each item needs to be examined.

8. Because the way in which interests, abilities, and jobs are described depends on the categories chosen, it is important to adopt a consistent framework for evaluation. Thus, practitioners might consider using all the items in a series or a group of items formulated within the same theoretical framework, rather than combining several theories.

The Y E S System offers a method of assessing the needs of adults in the areas of occupational choice and job readiness skills and of identifying self-instructional materials to meet those needs. It is a tool that should help ABE and ODC programs accomplish their common goals. Two major components of this System are the Y E S Inventory and the Y E S Needle-Sort Deck. Other major components are the adult student and/or client, whose self assessments offer a focus for instruction, and the ABE or ODC practitioner, whose skills are an additional resource. Integrating all of these components is vital to helping adults learn that they do have some control over their own vocational histories and that they can use this control productively.

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APPENDIX A

Probably you have found that many of your clients and students need help with choosing an occupation and preparing to enter or advance in the world of work. Probably you have noticed, too, that they need help with particular skills related to choosing an occupation.

We are currently working on a project to help clients and students with occupational choice making and job readiness skills. Your suggestions about the kinds of skills with which clients and students need help would be most valuable.

Please list below the areas in which you feel clients and students need help when making occupational plans.

Thank you,

Judith B. Wertheim

Judith B. Wertheim

OCCUPATIONAL SKILLS

QUESTIONNAIRE

There are many skills involved in choosing an occupation and in planning to enter a particular field. Some of these skills are listed below.

Please check (✓) those areas in which your students or clients need help. Feel free to add any areas not listed which you feel are important.

1. How well does this person understand him/herself? Can this person define his or her own
   - ___ interests
   - ___ abilities
   - ___ job-related skills
2. How well does this person understand the world of work? Does this person know about
   - ___ how to relate one's own characteristics to job characteristics
   - ___ activities which are typical of particular jobs
   - ___ job families, occupational clusters
   - ___ realistic wage/salary expectations
   - ___ local job opportunities
   - ___ local training opportunities
   - ___ how one trains for a particular job, e.g. apprenticeship, on-the-job training
   - ___ how to obtain financial aid for training
3. Does this person have attitudes which are appropriate for work in general? Does he or she
   - ___ see him/herself as a worker
   - ___ have work habits which are necessary for success in any job
   - ___ know how to work with others
   - ___ understand a framework of authority
4. Does this person have job-seeking skills? Does he or she know how to
   - ___ locate and use community resources, e.g. employment service, printed materials
   - ___ write a resume and job application
   - ___ act during an interview
5. Does this person need help with decision-making skills? Can he or she
   - ___ set priorities
   - ___ express his/her own work values
   - ___ form alternative plans in case the original decision doesn't work out

APPENDIX B

Y E S INVENTORY

(YOUR EMPLOYMENT SEARCH)

Have you thought...

1. Choosing a job is not easy;
2. Choosing a job means understanding your own interests, your own abilities, your values, and the kinds of jobs available;
3. Choosing a job is NOT something that happens once and for all. Most people do change jobs and must make job choices often. The people change; the kinds of jobs available change. People often must try to decide which jobs will be best for them.

All of these statements are true, for

CHOOSING A JOB IS A JOB IN ITSELF

Perhaps right now you are having some problems deciding about jobs.

What kinds of help would you like with job choices?

_____ _____

_____ _____

_____

Y E S INVENTORY

The Y-E-S Inventory is a way to help define areas where you might need some help with job choices. The areas in the Inventory are

KNOWING ABOUT YOURSELF
KNOWING ABOUT THE JOB
GETTING AND KEEPING A JOB
MAKING DECISIONS

Please read the questions in the Y E S Inventory carefully and then answer them. Each question has at least two parts: You will be asked to list items and also to circle one answer to a self-evaluation.

Don't worry if you can't answer all the questions. Just leave the answer space blank and go on to the next question.

Y E S INVENTORY

KNOWING ABOUT YOURSELF

1. Knowing your own interests is a good place to start when you're planning to choose an occupation. Name 5 of your interests.

_____ _____

_____ _____

_____

Please circle one of the following: I know my own interests

Very well O.K. Not very well

2. (a) Knowing what you could do is also important when you're choosing an occupation. These are your aptitudes and/or abilities.

Name 5 of your aptitudes and/or abilities, the things you can do without special training.

_____ _____

_____ _____

_____

I know my own aptitudes and/or abilities

Very well O.K. Not very well

2. (b) Knowing what you have learned to do is also important. These are your skills. Name 5 of your skills.

_____ _____

_____ _____

_____

I know my own skills

Very well O.K. Not very well

3. People are happiest when their jobs suit their personalities. There are usually several jobs that would "fit" each person.

Have you thought about a job that would give you a chance to use your interests, aptitudes, and skills?

Name 5 jobs which might "fit" you.

_____ _____

_____ _____

_____

Which interests, aptitudes, and skills would these jobs allow you to use?

_____ _____

_____ _____

_____

I know of jobs which would "fit" my personality

Very well O.K. Not very well

Y E S INVENTORY

KNOWING ABOUT THE JOB

4. Knowing what workers do every day on the job helps us to decide whether we'd like to have that job, too.

Think of one job that you'd like to have. What is it?

_____

List 5 things that workers in that job do every day.

_____ _____

_____ _____

_____

Please circle one of the following: I know what people do when they have the kind of job I want

Very well O.K. Not very well

5. How can I learn to do that job? How can I learn the skills I'll need? These are questions you might need to answer.

What special training will you need to get the job you'd like?

_____

I know about training I'll need for a particular job

Very well O.K. Not very well

6. (a) Where can you get the training you'll need? List some places where you can get this training.

_____ _____

_____ _____

_____

I know about where to get training and learn skills

Very well O.K. Not very well

6. (b) Sometimes training costs money. Sometimes, too, there are ways to get money to pay for the training.

What kind of training do you need? _____

_____

How will you pay for this training? _____

_____

I know about ways to pay for job training

Very well O.K. Not very well

7. Money is important! Knowing how much money they'll be earning helps people decide about jobs. What about you?

How much money do you expect to earn per week when you start your job?

$_____

How much money do you expect to earn per year when you start your job?

$_____

I know about the wages or salary I'll be making

Very well O.K. Not very well

8. Knowing about the chances to get a certain kind of job close to where they live is also important when people are planning to choose an occupation.

What kinds of jobs are located in your own area?

_____ _____

_____ _____

_____

I know about the jobs close to where I live

Very well O.K. Not very well

Long Form
Appendix B

Y E S INVENTORY

GETTING AND KEEPING A JOB

9. Working means finding a job. There are many ways to look for work. List 5 ways you could find out about job openings.

_____ _____

_____ _____

_____

I know about finding a job

Very well O.K. Not very well

10. Finding a job also means writing a resume and a letter of application. Since these are often the first impression the employer has of you, doing them well is important.

List 5 things you would be sure to include on your resume and letter of application

_____ _____

_____ _____

_____

I know what to include on my resume and letter of application

Very well O.K. Not very well

11. Finding a job also means filling out an application form. This may be the first impression the employer has of you, so doing it well and being prepared are important.

List 5 things you will be prepared to write on your job application form

_____ _____

_____ _____

_____

I know how to fill out an application form

Very well O.K. Not very well

12. Having an interview is another step in finding a job.

List 5 things to remember to do when you have an interview.

_____ _____

_____ _____

_____

I know what to do when I have a job interview

Very well O.K. Not very well

13. Once you get a job, keeping it includes following rules and getting along with others.

List 5 things you will remember to help you keep a job.

_____ _____

_____ _____

_____

Is there anything that you might have special problems with if you want to keep the job? What is it?

_____

I understand the things I'll have to do to keep a job

Very well O.K. Not very well

Y E S INVENTORY

MAKING DECISIONS

14. Finding a job, like many other activities, means making decisions. To make decisions about jobs it's helpful to know what you think is important about working. These are your work values.

List 5 things which would be important for you in a job.

_____ _____

_____ _____

_____

I know my own work values

Very well O.K. Not very well

15. People can learn how to make good decisions. They can make a good decision one step at a time. How do you make a decision that is good for you?

_____ _____

_____ _____

_____

I know the important steps to take to make a good decision

Very well O.K. Not very well

16. Deciding also means planning for the chance that your decision won't work out. Do you have a job plan now? _____

What is your plan for a job? _____

_____

What will you do if this doesn't work out? _____

_____

I can plan for the chance that my decision won't work out

Very well O.K. Not very well

APPENDIX C

Y E S INVENTORY

(YOUR EMPLOYMENT SEARCH)

CHOOSING A JOB IN A JOB IN ITSELF!

Did you ever say this to yourself? Well, it's true!

But there are many things you can do for yourself before you get to the employment office.

KNOWING ABOUT YOURSELF

..When you are choosing a job, you need to know about your own

1. Interests
2. Abilities
3. Job that fit your interests and abilities

Do you need help with understanding yourself? NO _____ YES _____

Refer to the numbers above: What kind of help? _____

KNOWING ABOUT THE JOB

..You need to know about the job, too.

4. What will you do on the job?
5. What training do you need?
6. Where do you get the training?
7. How much will you earn?
8. Are there jobs in your area?

Do you need help with learning about the job? NO _____ YES _____

Refer to the numbers above: What kind of help? _____

GETTING AND KEEPING A JOB

..You need to know how to look for a job and how to act on the job, too.

9. Where do you learn about job openings?
10. What is a good resume? What is a good letter of application?
11. How do you fill out an application form?
12. What should you do in an interview?
13. What will help you keep your job?

Do you need help with learning about getting and keeping a job? NO _____ YES _____

Refer to the numbers above: What kind of help? _____

MAKING DECISIONS

..To decide which jobs will be good for you, you need to know

14. Why you want to work
15. How to make a good decision
16. What other plans you can make

Do you need help with the way you make decisions? NO _____ YES _____

Refer to the numbers above: What kind of help? _____

APPENDIX D

Directions for Using the Y E S System

The Y E S System is an attempt to increase cooperation between ABE and ODC programs. Practitioners in both agencies can use the System to help students and clients with occupational choices and job readiness skills.

I. The Y E S Inventory is administered to students and/or clients to help assess their individual needs relative to occupational choice and planning.

The decision about which form of the Y E S Inventory to administer is left with the teacher or counselor. Obviously, the Short Form takes less time for administration than the Long Form and may be less intimidating for the students and/or clients who are apprehensive about testing situations. On the other hand, the Long Form, which can be administered in as many as four different sessions, helps specify more clearly the dimensions of the adult's needs in the areas of occupational choice and offers a way to verify the subject's self appraisal. Furthermore, as teachers who participated in the field test of the Long Form indicated, this form of the Y E S Inventory offers practitioners an opportunity to evaluate the results of instructional activities. The Long Form can, then, be used as a post-test as well as an assessment instrument.

Practitioners seeking specific knowledge about a student's and/or client's skills in planning for an occupation may administer the Long Form. Those seeking an overview may administer the Short Form.

II. The area(s) in which the adults perceive a need is identified and assigned a number, based on the 16 numbered items in the Y E S Inventory. The area to be remedied may also be one identified by the teacher and/or counselor. There is some question, however, about whether efforts addressed to the need will be fruitful unless the student and/or client also perceives that area as one that should be remedied.

III. Specific materials helpful for dealing with a particular need are located by inserting a needle into the appropriately numbered holes in the accompanying Y E S Needle-Sort Deck. This will extract pertinent self-instructional materials from the taxonomy. Students and/or clients are then referred to the available materials. Since the materials are self-instructional, adults may work on them in either the ABE or ODC setting.

Despite the identification of specific items in the Y E S Inventory, many of the materials in the taxonomy can be addressed to several needs. This can occur for several reasons. In general, for example, the overlapping of categories addressed by a single material reflects the reality of human nature. Discrete categories, neat as they may be, just don't occur among people. In addition, the materials themselves, particularly those relevant to job getting and keeping skills, are often sequential and carry the reader along from one step to another. Should a student and/or client have several needs relevant to vocational development, it is possible, then, to locate a single self-instructional resource which applies to several or all of those needs. Moreover, the realization that categories in the Y E S System overlap is useful, for it may help students and clients understand that their own vocational development is a complex process, one in which their own needs also overlap. Vocationally relevant decisions and plans are not made in a vacuum.

The Y E S Inventory

Instructions for Administration

To the administrator:

Even though choosing a job is not easy, it is possible to plan one's own vocational future. Understanding the elements of occupational planning is the first step in exercising this control.

The Y E S Inventory is one way to help adults identify the elements of occupational planning and identify, as well, the areas in which they may need help.

When introducing the Y E S Inventory to your students and/or clients, please tell them the following:

> Yes, you can choose a job that will be satisfying! the Y E S Inventory can help you.
>
> This is not a test. Instead, the Y E S Inventory is a way to focus Your Employment Search. After completing the Inventory, you will be able to see which areas of occupational planning you understand. You will also be able to see in which areas you need some help.
>
> Try to complete the Inventory and answer all the questions. If you can't answer a question, don't worry about it. Just go on to the next question.
>
> There may be something you wish to add to your answer. Or there may be some area that is important to you but not covered in the Inventory. If this happens, tell your teacher or counselor, who will be able to help you further.

Y E S INVENTORY

(YOUR EMPLOYMENT SEARCH)

Have you thought...

1. Choosing a job is not easy;
2. Choosing a job means understanding your own interests, your own abilities, your values, and the kinds of jobs available;
3. Choosing a job is NOT something that happens once and for all. Most people do change jobs and must make job choices often. The people change; the kinds of jobs available change. People often must try to decide which jobs will be best for them.

All of these statements are true, for

CHOOSING A JOB IS A JOB IN ITSELF

Perhaps right now you are having some problems deciding about jobs.

What kinds of help would you like with job choices?

_____ _____

_____ _____

_____

Y E S INVENTORY

The Y E S Inventory is a way to help define areas where you might need some help with job choices. The areas in the Inventory are

KNOWING ABOUT YOURSELF
KNOWING ABOUT THE JOB
GETTING AND KEEPING A JOB
MAKING DECISIONS

Please read the questions in the Y E S Inventory carefully and then answer them. Each question has at least two parts: You will be asked to list items and also to circle one answer to a self-evaluation.

Don't worry if you can't answer all the questions. Just leave the answer space blank and go on to the next question.

Y E S INVENTORY

KNOWING ABOUT YOURSELF

1. Knowing your own interests is a good place to start when you're planning to choose an occupation. Name 5 of your interests.

_____ _____

_____ _____

_____

Please circle one of the following: I know my own interests

Very well O.K. Not very well

2. (a) Knowing what you could do is also important when you're choosing an occupation. These are your aptitudes and/or abilities.

Name 5 of your aptitudes and/or abilities, the things you can do without special training.

_____ _____

_____ _____

_____

I know my own aptitudes and/or abilities

Very well O.K. Not very well

2. (b) Knowing what you have learned to do is also important. These are your skills. Name 5 of your skills.

_____ _____

_____ _____

_____

I know my own skills

Very well O.K. Not very well

3. People are happiest when their jobs suit their personalities. There are usually several jobs that would "fit" each person.

Have you thought about a job that would give you a chance to use your interests, aptitudes, and skills?

Name 5 jobs which might "fit" you.

_____ _____

_____ _____

_____

Which interests, aptitudes, and skills would these jobs allow you to use?

_____ _____

_____ _____

_____

I know of jobs which would "fit" my personality

Very well O.K. Not very well

Y E S INVENTORY

KNOWING ABOUT THE JOB

4. Knowing what workers do every day on the job helps us to decide whether we'd like to have that job, too.

Think of one job that you'd like to have. What is it?

_____

List 5 things that workers in that job do every day.

_____ _____

_____ _____

_____

Please circle one of the following: I know what people do when they have the kind of job I want

Very well O.K. Not very well

5. How can I learn to do that job? How can I learn the skills I'll need? These are questions you might need to answer.

What special training will you need to get the job you'd like?

_____

I know about training I'll need for a particular job

Very well O.K. Not very well

6. (a) Where can you get the training you'll need? List some places where you can get this training.

_____ _____

_____ _____

_____

I know about where to get training and learn skills

Very well O.K. Not very well

6. (b) Sometimes training costs money. Sometimes, too, there are ways to get money to pay for the training.

What kind of training do you need? _____

_____

How will you pay for this training? _____

_____

I know about ways to pay for job training

Very well O.K. Not very well

7. Money is important! Knowing how much money they'll be earning helps people decide about jobs. What about you?

How much money do you expect to earn per week when you start your job?

$ _____

How much money do you expect to earn per year when you start your job?

$ _____

I know about the wages or salary I'll be making

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8. Knowing about the chances to get a certain kind of job close to where they live is also important when people are planning to choose an occupation.

What kinds of jobs are located in your own area?

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_____ _____

_____

I know about the jobs close to where I live

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Y E S INVENTORY

GETTING AND KEEPING A JOB

9. Working means finding a job. There are many ways to look for work. List 5 ways you could find out about job openings.

_____ _____

_____ _____

_____

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10. Finding a job also means writing a resume and a letter of application. Since these are often the first impression the employer has of you, doing them well is important.

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_____ _____

_____ _____

_____

I know what to include on my resume and letter of application

Very well O.K. Not very well

11. Finding a job also means filling out an application form. This may be the first impression the employer has of you, so doing it well and being prepared are important.

List 5 things you will be prepared to write on your job application form

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_____

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12. Having an interview is another step in finding a job.

List 5 things to remember to do when you have an interview.

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_____ _____

_____

I know what to do when I have a job interview

Very well O.K. Not very well

13. Once you get a job, keeping it includes following rules and getting along with others.

List 5 things you will remember to help you keep a job.

_____ _____

_____ _____

_____

Is there anything that you might have special problems with if you want to keep the job? What is it?

_____

I understand the things I'll have to do to keep a job

Very well O.K. Not very well

Y E S INVENTORY

MAKING DECISIONS

14. Finding a job, like many other activities, means making decisions. To make decisions about jobs it's helpful to know what you think is important about working. These are your work values.

List 5 things which would be important for you in a job.

_____ _____

_____ _____

_____

I know my own work values

Very well O.K. Not very well

15. People can learn how to make good decisions. They can make a good decision one step at a time. How do you make a decision that is good for you?

_____ _____

_____ _____

_____

I know the important steps to take to make a good decision

Very well O.K. Not very well

16. Deciding also means planning for the chance that your decision won't work out. Do you have a job plan now? _____

What is your plan for a job? _____

_____

What will you do if this doesn't work out? _____

_____

I can plan for the chance that my decision won't work out

Very well O.K. Not very well

Y E S INVENTORY

(YOUR EMPLOYMENT SEARCH)

CHOOSING A JOB IN A JOB IN ITSELF!

Did you ever say this to yourself? Well, it's true!

But there are many things you can do for yourself before you get to the employment office.

KNOWING ABOUT YOURSELF

..When you are choosing a job, you need to know about your own

1. Interests
2. Abilities
3. Job that fit your interests and abilities

Do you need help with understanding yourself? NO _____ YES _____

Refer to the numbers above: What kind of help? _____

KNOWING ABOUT THE JOB

..You need to know about the job, too.

4. What will you do on the job?
5. What training do you need?
6. Where do you get the training?
7. How much will you earn?
8. Are there jobs in your area?

Do you need help with learning about the job? NO _____ YES _____

Refer to the numbers above: What kind of help? _____

GETTING AND KEEPING A JOB

..You need to know how to look for a job and how to act on the job, too.

9. Where do you learn about job openings?
10. What is a good resume? What is a good letter of application?
11. How do you fill out an application form?
12. What should you do in an interview?
13. What will help you keep your job?

Do you need help with learning about getting and keeping a job? NO _____ YES _____

Refer to the numbers above: What kind of help? _____

MAKING DECISIONS

..To decide which jobs will be good for you, you need to know

14. Why you want to work
15. How to make a good decision
16. What other plans you can make

Do you need help with the way you make decisions? NO _____ YES _____

Refer to the numbers above: What kind of help? _____

Self-Instructional Materials in the Y E S System

ABC's of Getting and Keeping a Job

After High School-What?

Be Informed on Finding a Job
(The Be Informed Series, Unit 7)

California Occupational Preference System (COPS)

Career Information System (CIS)

Career Opportunities for Women

Career Orientation Placement & Evaluation Survey (COPES)

Careers for the '80's

The Careers in Focus Series
(a series of 14 modules)

Comparative Career Search (CCS)

Deciding

Decisions and Outcomes

Discovery: A Career Education Program

Don't Get Fired! 13 Ways To Hold Your Job

The Encyclopedia of Careers and Vocational Guidance (Fourth Edition)
Volume I: Planning Your Career

The Encyclopedia of Careers and Vocational Guidance (Fourth Edition)
Volume II: Careers and Occupations

The Fascinating World of Work

Getting a Job
(Communication Skills for Succeeding in the World of Work, Package 3)

Getting Along with People on the Job
(Communication Skills for Succeeding in the World of Work, Package 4)

The Harrington/O'Shea System for Career Decision Making

Indiana Labor Market

Janus Job Interview Guide

Janus Job Planner: Career Planning

Job Experience Kit

Job Interviews
(Follett Coping Skills Series)

Jobs for Which Junior College, Tdchnical Institute, or Other Specialized Training Is Usually Required

Jobs for Which You Can Qualify if You're Not a High School Graduate

Jobs for Which You Can Train Through Apprenticeship

Knowledge Needed To Obtain Work (KNOW)

Kuder General Interest Survey (KUDER E)

Learning Work-Related Skills

Lifeworks
- A Realistic Job Search
- Getting Ready for the World of Work
- The Reality of Work and Promotion
- Realizing What's Available in the World of Work
- You and the World of Work

Livelyhoods: Careers for Your Lifestyle

Matching Personal and Job Characteristics (Publication #530E)

Merchandising Your Job Talents

Mini-Guides

Need a Lift?

Occupational Knowledge Reading Book

Occupational Outlook Handbook (Bulletin 2075)

Occupations 1

Occupations 2

Occū-sort

The Self Directed Search and The Occupations Finder

The Turner Career Guidance Series
- Wanting a Job
- Training for a Job
- Starting a Job
- Looking for a Job
- Holding a Job
- Changing a Job

Using Community Resources
(Follett Coping Skills Series)

We Want You: A Pocket Guide for the Beginning Jobseeker

Wide Range Interest - Opinion Test (WRIOT)

Work Values Inventory (WVI)

The World of Work